Library Services and Technology Act (LSTA)
Five-Year Evaluation

SOUTH CAROLINA
STATE
LIBRARY

April 30, 2002

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The South Carolina State Library used funds under the Library Services and Technology Act during the period FY97-02 to improve the delivery of library services in South Carolina to address the three goals established in SOUTH CAROLINA CONNECTS THROUGH LIBRARIES Three Year Plan FY97-FY02 under the Library Services and Technology Act (P. L. 104-208).

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At a time of unprecedented state and local budget reductions, the Library Services and Technology Act continues to serve as a catalyst for the improvement of library services for all South Carolinians.

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Goal I. Provide all South Carolina citizens with access to a wide variety of information.

Activity 1. Provide statewide online database access to all South Carolina citizens.

The Statewide Database Access Project (DISCUS – South Carolina's Virtual Library) is designed to provide all South Carolinians with access to an electronic library of essential information resources. These resources are available to every citizen of the state, ensuring equity of access regardless of where people live.

The State Library began planning in fall 1996 for a statewide virtual library to serve all of the state's libraries. DISCUS – South Carolina's Virtual Library, coordinated by the State Library, began in FY98 as an LSTA funded pilot program serving all of the state's public libraries and colleges, as well as three public school districts. During this period, DISCUS provided access to four Internet-accessible full text subscription databases of periodicals and reference materials.

The State Library realized that the long-term success for DISCUS could only be assured with state-appropriated dollars. Even before the pilot period was over, the State Library convinced the legislature to fund DISCUS at $1.5 million. This amount enabled the State Library to extend DISCUS to all public and private K-12 schools in South Carolina. State support (now $1,633,000), with supplemental LSTA support, has enabled DISCUS to expand its reach and resources.

State funding is through a K-12 Technology Committee, which coordinates a number of statewide education related technology initiatives. The State Library director is a member of this committee, which is also composed of representatives from the State's Office of Information Resources, Department of Education, Educational Television, and the telecommunication industry. The General Assembly by budget proviso requires the K-12 Technology Committee to fund DISCUS at least at the $1.5 million level. According to many conversations with the State Library director, DISCUS is held in high regard by members of the K-12 Technology Committee and by members of the General Assembly.

DISCUS currently provides access to seventeen core electronic information and learning resources to all citizens from Internet computers at over 1375 institutions. These include all of the state's public schools, accredited private schools, public libraries, and public and private colleges. All resources are also accessible from citizens' home or office Internet accounts via password or other login, twenty-four hours a day, seven days a week.

The current resources cover a wide variety of subjects, with an emphasis on academic, health, business, and general topics. They include resources that are appropriate for children, as well as those designed for high school age through adult. DISCUS resources are selected to support citizen access to information and lifelong learning resources, student research and inquiry, teacher lesson-planning and curriculum development,

teacher study and training, and professional development and continuing education of the state's labor force.

Representative committees of librarians from public, school, and college libraries were established to advise the State Library on the selection of appropriate resources and the implementation and future direction of DISCUS. Additional partners in supporting and promoting DISCUS include the state's Office of Information Resources, State Department of Education, Commission on Higher Education, SC Educational Television, and over 1375 participating public, school, and college libraries.

DISCUS provides training to the library, curriculum resource and technology staff of schools and libraries to help them make effective use of these resources. Attendance at hands-on training sessions totals over 5,300 through 2001. Additional training has been provided by teleconference, videotape, and by collaborative arrangements among the participating and partner institutions. Library staff of the participating institutions provides teacher, student, and citizen training and assistance in using the resources.

From inception through June 2001, users have retrieved over 10.7 million articles and additional documents from DISCUS resources. Usage has grown exponentially, from nearly 681,000 retrievals during FY1998 to 3.8 million retrievals in FY2001. Over 10% of the usage is made from users' home/office Internet accounts, including thousands of uses when the user's library is not open for business. This has expanded library and information services in a significant and cost-effective way.

A corollary LSTA-funded project has furnished twelve public library systems with software that facilitates access to DISCUS and other subscription resources from the user's home/office Internet account. College libraries receive consulting support of their efforts to acquire or develop such mechanisms for remote access. This ongoing initiative supports individual library expansion of electronic resources and increases awareness and use by its community.

DISCUS and its existing selection of resources were strongly endorsed on a database satisfaction survey of all participating institutions conducted during spring 2000. Feedback from the survey guided the selection and addition of resources during 2000-2001, including an LSTA-funded pilot initiative to add biographical and newspaper resources as a way to seed additional state funding.

Public libraries rated DISCUS as one of the South Carolina State Library's most important services, giving it a very high satisfaction rating on a spring 2001 survey. Ninety-seven percent of public libraries reported using DISCUS resources when helping young patrons with requested information. A significant number of public libraries report that access to DISCUS resources has displaced some need to request items through interlibrary loan. A greater number of citizen information needs can be directly met with these electronic resources accessible at or through the local library. However, libraries need additional assistance in promoting awareness and use of electronic resources.

DISCUS has created equity of access to learning and information resources for citizens served by even the smallest, most economically deprived schools and libraries. Most of the state's libraries and educational institutions could afford few, if any of these resources on their own. By licensing statewide access to these resources, DISCUS provides significant economy in purchasing resources for all institutions at a tremendous savings over the rate that would be charged for individual institution purchase for similar resources. By providing a common core of resources to all schools and libraries, these institutions have been able to use their existing funds to expand their collections in specific areas of interest and need for the communities they serve.

DISCUS activities are supplemented for some academic and public libraries with cooperative purchase agreements, also coordinated by the State Library.

The State Library is also an active partner with the state's public and private institutions of higher education in a project called PASCAL (Partnership Among South Carolina's Academic Libraries). Formed in 2001, this new organization's vision is:

> "We, the library directors at South Carolina's public and private higher education institutions, imagine a highly productive knowledge environment where members of our academic and research community have equitable, immediate access to library information and services regardless of their location and at the time they are most needed."

The mission is:

> "To assist South Carolinians in reaching their potential in academic achievement, economic development and personal growth, we recognize that we must cooperate to enhance library resources and services for students and faculty. Working in a cost effective and collaborative way, we, the participating public and private academic libraries of South Carolina, commit ourselves to improve our own resources and services constantly, and to provide timely access to the totality of the state's information resources from each academic library in the state."

The State Library has committed LSTA funds for start-up costs of PASCAL and other support services.

Major DISCUS Evaluation Activities

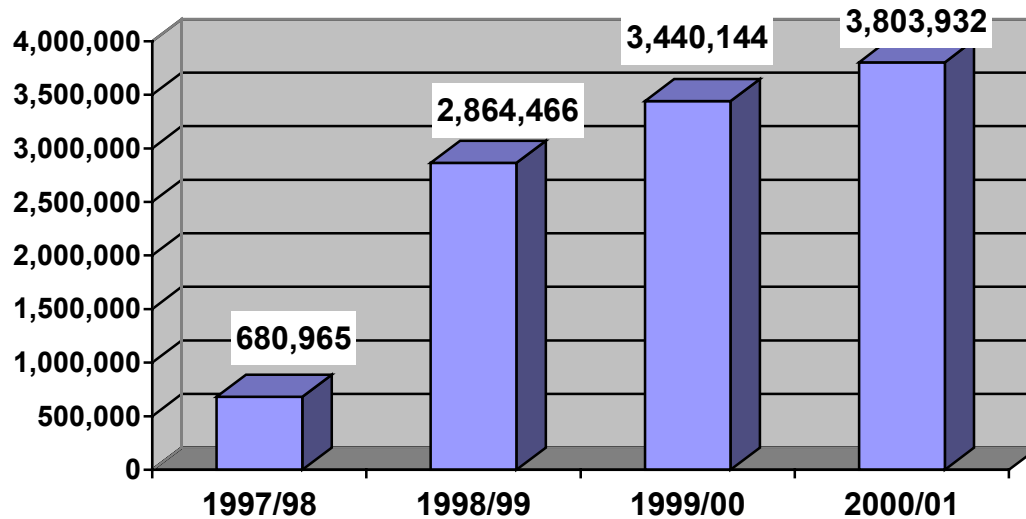- Database satisfaction survey of all institutions conducted by DISCUS Database Assessment Committee and DISCUS office (spring/summer 2000).

  - Findings:
    - High satisfaction with current database content, ease of use, response time
    - Priorities for new databases -- biography, newspapers, literature, science
    - Overall positive satisfaction with DISCUS project
    - Useful guidance re: preferred training approaches

- Interlibrary loan survey of public libraries conducted by State Library (winter/spring 2001).

    - Findings:
        - DISCUS has displaced some ILL for a significant number of public libraries
        - Staff confidence in using DISCUS resources is fairly high
        - Local efforts to promote home access to DISCUS need assistance and improvement

- State Library services to public libraries survey conducted by State Library (spring 2001).

    - Findings:
        - DISCUS given highest satisfaction rating -- one of most important services
        - Libraries want additional DISCUS resources and want all available from home
        - Libraries need assistance in promoting DISCUS use

- Survey of Children's Services (spring 2001).

    - Findings:

        - 56% of children's librarians report that DISCUS had an impact on collection development
        - 92% of children's librarians reported that staff working with children know how to use DISCUS resources for elementary and middle school children
        - 93% indicate that staff working with children would benefit from training in DISCUS resources
        - 97% report using DISCUS resources when helping young patrons with requested information

- Collection, review and refinement of usage statistics (ongoing).
- Collection and review of training session evaluations (ongoing).
- Formal and informal feedback from library/technical staff and end users. (ongoing)
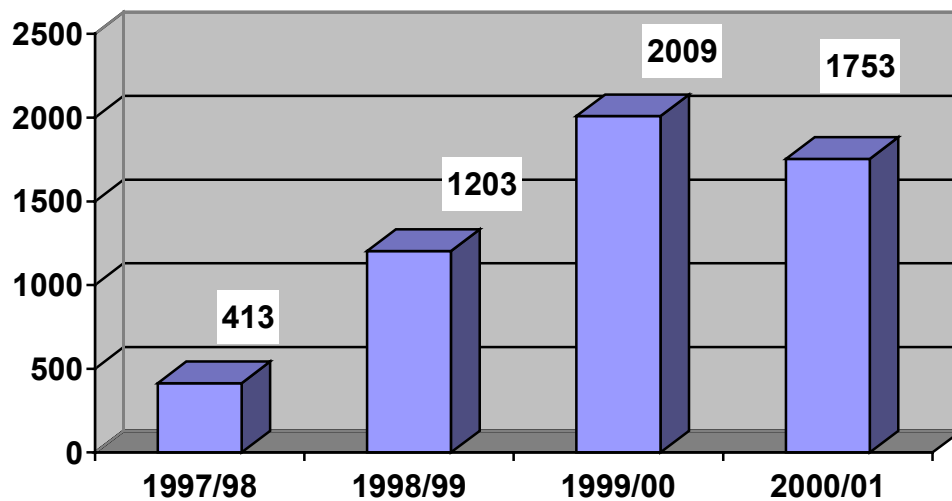
DISCUS Usage and Training
Four Year Summary

USAGE
Number of full-text items retrieved from DISCUS resources

Year	Value
1997/98	680,965
1998/99	2,864,466
1999/00	3,440,144
2000/01	3,803,932

TRAINING
Attendance at DISCUS database training sessions

Year	Value
1997/98	413
1998/99	1203
1999/00	2009
2000/01	1753

NOTE: Includes attendance at training sessions conducted by database vendor trainers and South Carolina State Library staff for library staff, media specialists, and school technology & curriculum resource personnel. Does not include database training and instruction conducted by librarians, media specialists or others for teachers, students, and other users.

DISCUS Feedback: A Sampler

Schools:

- I have used DISCUS extensively this school year in all my classes. My four school-age children have also used this wonderful service at school and from our home computer. These services are extremely useful in reaching the PACT objectives throughout the state. *(English department chair, high school)*

- DISCUS is one of the best helps I have received in my 30 years in the library. It provides up-to-date information for schools that could not afford it with meager budgets. *(media specialist, elementary school)*

- We have recently discovered a gold mine available to us through DISCUS - the Grolier New Book of Knowledge. What a wonderful resource for use in elementary research, guided reading lessons, and technology instruction! We are using the NBK news articles to supplement science instruction and enjoy the activity extensions Grolier includes with most articles…. So much well organized information is only a few clicks away. *(media specialist, elementary school)*

- We rely on DISCUS for every assignment that is made. When we give directions for finding research, it is the first reference we mention. Right now, we are in the process of having every English class come into the computer lab for a 45-minute exercise on how to access and use these online resources. In October we held an in-service for teachers on this topic. I cannot imagine not having DISCUS. *(media specialist, high school)*

- I learned so many exciting things at the Conference, but the most exciting thing I learned was that my school and students have access to such wonderful electronic resources. I teach a class called computer literacy and I have been teaching my kids how to use these incredible information sources all week long. They love them! *(computer teacher, middle school)*

- I think it is so wonderful that the very smallest schools in SC have access to these wonderful resources. *(media specialist, middle school)*

Public libraries:

- DISCUS is a lifesaver for our small, poor county. *(small public library)*

- DISCUS allows us to provide access at no cost, which then allows us to purchase other types of materials. *(medium-sized public library system)*

- DISCUS and ILL are absolutely essential to small public libraries! Both help us provide information to patrons that we could not afford on our own. *(small public library system)*

- I just appreciate the partnership that has developed between public and school libraries because of DISCUS. This has been a boon! *(small public library system)*

- DISCUS is like having a vast new research wing. Even our smallest branches now have access to current medical information. And the web access has been so much easier than dealing with CD-ROM products. *(medium-sized public library)*

- DISCUS is a fabulous cooperative arrangement with the public schools and colleges. (*small public library system*)

- The electronic resources provided through DISCUS are a tremendous asset. Additional funding to include more resources through DISCUS would benefit libraries throughout the state. This is one of the best services ever offered to the citizens of South Carolina. *(large public library system)*

Colleges:

- We would like to express our appreciation for DISCUS. Access to these databases contributes to the quality of the education we can provide for our students…[and] also to research efforts conducted by the administration and research division of our institution. *(vice-president, technical college)*

- Our distance education courses reach people, mostly adult learners, in rural areas throughout the state. These databases, which include a high degree of full text, have provided our students the ability to do far more research than we could have provided them with our limited funds. *(library director, small liberal arts college)*

- All those using DISCUS at our campus have benefited greatly from the Internet-searchable serials database and the wealth of full-text journal articles available online. *(library director, small liberal arts college)*

- I know that my library budget could not provide the same quality of references to our students. Each month DISCUS use at our college increases. Many thanks! *(library director, small college)*

- When you think just how far libraries in South Carolina have come since DISCUS began, it boggles the mind! At one point, our library was paying $26,000 a year for just one electronic product – a huge budget commitment for a library the size of ours. That amounts to almost 2/3 of our current database purchases, and it would be an even greater percentage in today's dollars. *(head of reference, college library)*

- Having DISCUS has allowed us to drop several CD-ROM periodical databases which lacked the volume of full-text we now have through the InfoTrac databases. It allowed us to re-allocate funds to purchase access to some specialized resources and enabled us to provide remote access for our distance learners. *(head of reference, technical college library)*

Activity 2: Provide a statewide interlibrary loan program.

For a large part of its history, the South Carolina State Library has served as a principal resource for interlibrary loan services (ILL), particularly for public libraries in the state. The State Library loans materials from its collection to all types of libraries, including public, academic, technical school, high school, and special libraries, as well as libraries located in state residential institutions (such as prisons and hospitals). The State Library, through a cooperative agreement with the University of South Carolina, also borrows materials from this large academic research collection for use by public library patrons across the state.

From July 1, 1996 to June 30, 2001, the South Carolina State Library loaned a total of 131,138 items (including 98,532 pages of photocopy) to libraries of all types. In addition, the Information Services Department staff provided research and information to respond to 16,565 reference questions submitted by public and state institutional libraries in South Carolina. Staff also provided listings of alternate library locations for 5,665 titles which could not be provided from the resources of the South Carolina State Library.

Over the past five years, the sources of ILL requests received at the State Library have remained very stable. Over two-thirds (67%) of ILL requests are submitted by South Carolina public libraries; 10% by South Carolina academic libraries; 10% by South Carolina high school libraries; 3% by state institutional libraries; 2% by South Carolina special libraries; and 8% by libraries located outside of the state.

In 1999, the State Library significantly changed its catalog and its electronic interlibrary loan request system to a web-based system. Extensive computer-based training was provided to interlibrary loan staff of public and academic libraries to train them in use of this new request system. This "in-house" request system reflects the fact that many public, special, and high school libraries do not participate in any other electronic ILL consortial services, such as those offered by OCLC.

The State Library offers a toll-free reference "hotline" to assist library staff in public and state institutional libraries with their reference queries and to assist them in seeking information. The State Library also sponsors "Interlibrary Loan Managers Exchanges," an annual event designed to bring ILL managers from public libraries together in an informal setting to discuss common issues and exchange ideas.

In the last five years, the State Library conducted two surveys (1997 and 2001) to evaluate South Carolina public libraries' use and satisfaction with the State Library's interlibrary loan services. In 1997, 27 of the 42 public libraries responding indicated that they receive 80-100% of all of their requested ILL items from the South Carolina State Library; another 9 libraries reported obtaining from 40-80% of borrowed items from the State Library. The large majority of these libraries indicated that they were "very satisfied" with the delivery speed, accuracy, and appropriateness of materials provided, as well as the knowledge and helpful attitude of the State Library staff. In this 1997 survey, these libraries noted that one of their foremost needs was access to full-text informational databases – a need that was met with the State Library's DISCUS initiative (see Goal I, Activity 1).

The 2001 survey (conducted February 2001) indicated some very significant changes in public library use of the State Library's interlibrary loan services. 33% of the 36 library systems responding indicated that they need ILL services less than they did three years ago. This decrease is supported in the ILL statistics maintained by the State Library. Over the past five years, the State Library's total circulation to other libraries has decreased 29%; the number of reference transactions decreased 51%; the number of photocopies supplied decreased 49%; and the number of alternate library locations supplied decreased 13% obviating the DISCUS program's influence upon the shift in document retrieval methods. Statewide access to full-text databases through the DISCUS project and the fact that all South Carolina public library systems are connected to the Internet have had a substantial effect in decreasing the need for public libraries to place requests for materials and information through the State Library's interlibrary loan service. In response to these decreasing numbers, the public services unit of the State Library reassigned staff formerly working solely with Interlibrary Loan. The number of full-time staff working principally with interlibrary loan has been reduced from 4 to 2.

The 2001 survey, however, indicated that a large portion of public library systems were still utilizing the State Library as one of their primary resources for library materials which were not located in their local collection. 46% responded that they use the State Library "first" as their source for interlibrary loan, and 40% responded that they use the State Library second (after requests within their own library system). 67% use the State Library's reference hotline "sometimes or often." Over half of the libraries indicated that they find requested titles by checking the State Library's catalog over 60% of the time. Only 13% reported finding requested materials less than 20% of the time.

Given the relatively new and powerful information resources that are now available to all South Carolina libraries, regardless of their size or budget, the State Library is seriously re-thinking its future role as a major interlibrary loan provider. The State Library will seek to encourage more public libraries to join electronic interlibrary loan consortia, such as SOLINET, in the future. It will increase its already considerable educational efforts to ensure that library staff are trained to use electronic databases and the Internet effectively to provide information to their library patrons.

Activity 3: Encourage the preservation of South Carolina's library collections to ensure their availability for resource sharing purposes.

The South Carolina State Library has a strong commitment to the preservation of library resources in this state. One way in which the library has demonstrated this commitment is by using Library Services and Technology Act grant funds to encourage South Carolina libraries to learn proper preservation techniques and to employ them in caring for their collections. In promoting preservation, the State Library has taken a practical approach. Emphasis has not been on the difficult and expensive conservation of rare materials, but on maintaining collections in good repair to ensure their use by as many library patrons as possible for as long as possible. Preservation of materials of historical or regional interest was an objective which libraries were encouraged to pursue primarily through preventative measures. The State Library funds projects that provide training in the basic care and repair of library materials, and offers assistance in solving specific preservation problems. These projects are designed to address, in the area of preservation, two persistent library challenges: limited materials budgets and staff with limited training and/or experience in the area of preservation.

In 1998, the State Library began funding the South Carolina Preservation Project. The Charleston County Library submitted a grant application for a project that would allow their Preservation Specialist to devote twenty-five percent of his time to statewide preservation activities. The goals of the project were: assist libraries in meeting their basic preservation needs, assist citizens in preserving records of the past, assist institutions in preserving historical materials, and cooperate with other South Carolina organizations involved in preservation activities. The Project Consultant provided information, conducted training activities, distributed educational materials, and made site visits when appropriate. The grant was approved and State Library staff began to work closely with the consultant to identify needs and suggest appropriate activities.

The consultant was soon involved in a wide variety of projects, some of them representing preservation emergencies. When the Allendale County Courthouse burned, the consultant participated in the salvaging of irreplaceable fire and water damaged legal and land records. When Johnson and Wales University reported a serious mold and mildew problem, the consultant provided information on emergency cleanup and recommended environmental changes designed to prevent future outbreaks. A report containing data collected from site visits and the use of special monitoring equipment was used to prepare a report used by the library to justify the improvement of its air handling system. He advised the Horry County Library director on proper procedures for dealing with local flooding caused by Hurricane Floyd. Workshops on disaster planning were presented, and the disaster plans of individual libraries were reviewed. To help institutions respond immediately to disastrous situations, the consultant prepared and distributed to all types of South Carolina libraries an Emergency Procedures flip chart designed to incorporate local information and contacts. The consultant worked with the Palmetto Archives, Libraries and Museums Council on Preservation and the State Historical Records Advisory Board on the publication of the chart. LSTA funds were used to purchase React Paks, kits

containing supplies used in disaster cleanup which were previously available in few institutions, for distribution to all public libraries.

When the staff of the Orangeburg County Library arrived at work they found 3 sections of shelving standing in water – some of the books wet, some damp. They immediately pulled the kit provided by the South Carolina State Library, put on the boots to protect their shoes, draped shelving with plastic, and following the instructions in the kit, removed the wet and damp books, interleaved the pages of the books with paper towels, also provided in the pack. They telephoned the contact person for additional information. The State Library sent dehumidifiers and the State Library's Deputy Director visited the Orangeburg library to help with the evaluation of the damaged materials. "Without the kit and the assistance provided by the consultant they would have been in a real mess" according to library staff.

Educational activities were an important and popular part of the project since most South Carolina libraries do not have staff with training and experience in the area of collection maintenance. Regional workshops were presented on basic book repair and the care and repair of non-book materials. A Hometown History workshop attracted participants from around the state to hear presentations on collecting, preserving and making accessible local history materials. The project consultant addressed a conference of the State Historical Records Advisory Board on collection retention decisions. The message of preservation was carried directly to library patrons through workshops on the care of family papers and programs designed to teach children how to take care of books.

The wide variety of project activities also included site visits for the review of storage arrangements, telephone support to provide advice on preservation problems, exhibits at library conferences, and work with organizations such as the Palmetto Archives, Libraries, and Museums Council on Preservation.

The success of the project can be measured in the variety of activities, in the response to workshops and consultation services, and the increasing demand on the part of libraries for preservation information. Libraries responded favorably to educational opportunities offered by the project and initiated requests for additional services. The South Carolina Preservation Project, which ended in 2000, provided an effective means of encouraging South Carolina libraries preserve their collections and make them available for sharing with as many citizens as possible.

A sub-grant to the Charleston County Library provided formal preservation training statewide through regional workshops and through one statewide Hometown History Workshop. Three hundred fifty people attended the regional workshops. Sixty attended the Hometown History Workshop. In addition, an average of over 20 telephone consultations were made each quarter.

Activity 4. Provide a statewide library marketing program consistent with the purpose of Library Services and Technology Act.

The statewide program of marketing and public relations is designed to increase public awareness of the important role libraries play in their community through their variety of services. Activities include news releases, public service announcements, exhibits, special programs and publications. The State Library's public relations activities are planned and coordinated by the Director of Public Information.

Continual public information activities:

- Published <u>News for SC Libraries</u> – a newsletter distributed six times per year to all libraries in South Carolina and library trustees. The newsletter is also available on the State Library web site. Total circulation: 2,250.

- Published <u>News About Library Services for the Blind and Physically Handicapped</u> – a newsletter distributed quarterly to all registered users of the service. Total circulation: 7,200.

- Assisted the Friends of South Carolina Libraries with their newsletter, annual and regional meetings, and other projects as needed.

- Developed DISCUS promotional efforts that included television and radio public service announcements, appearances on South Carolina Educational Radio talk shows and promotional items distributed at conferences, to schools, and public libraries for DISCUS related events.

- Hosted Public Relations Exchanges for public relations staff of public libraries to share information on local marketing efforts.

- Sponsored and organized annual "Read-In" event for public school children across South Carolina each spring. This event, held at the South Carolina State House, attracts approximately 2,000 children who participate in the event that celebrates reading and is the official kick-off to the State Library's summer vacation reading program. The Governor and First Lady participated in the 2000 and 2001 events.

- Prepared since 1996 over 50 news releases, along with other marketing materials, that were distributed to local, state and national media to promote such programs as summer reading, National Library Week, Freedom of Information Day, Gates Library Initiative, SConnects@the Library, Ticket to Read, and DISCUS.

- Promoted literary arts throughout the State. The South Carolina Humanities Council receives LSTA funds to collaborate with the South Carolina Arts Commission and public libraries to present "Let's Talk About It," a reading and discussion series. Public libraries around the state host book discussion groups, events with literary speakers and poetry readings. In an effort to coordinate these efforts, the Humanities Council

employs a Literary Arts Programmer, partially funded with a LSTA grant, who works closely with the State Library, the Arts Commission, public libraries and literary scholars to administer and promote these programs. The State Library also is a major sponsor of the annual South Carolina Book Festival & Antiquarian Book Fair.

- Provided 65 consultations to libraries concerning marketing, program planning and publication design.

- Exhibited and promoted the services of the Talking Book Services at events hosted by consumer, community, and professional associations providing an array of services to persons with disabilities. In the last few years, there has been a concerted effort to raise the awareness of this service in the African-American community through participation in such events as South Carolina's annual Black Expo, which attracts thousands. For over a decade, a regular schedule of exhibiting has been maintained to inform the age 55 and over population. In October 2000, the State Library hosted an open house to celebrate and publicize the new facilities and expanded services of the library.
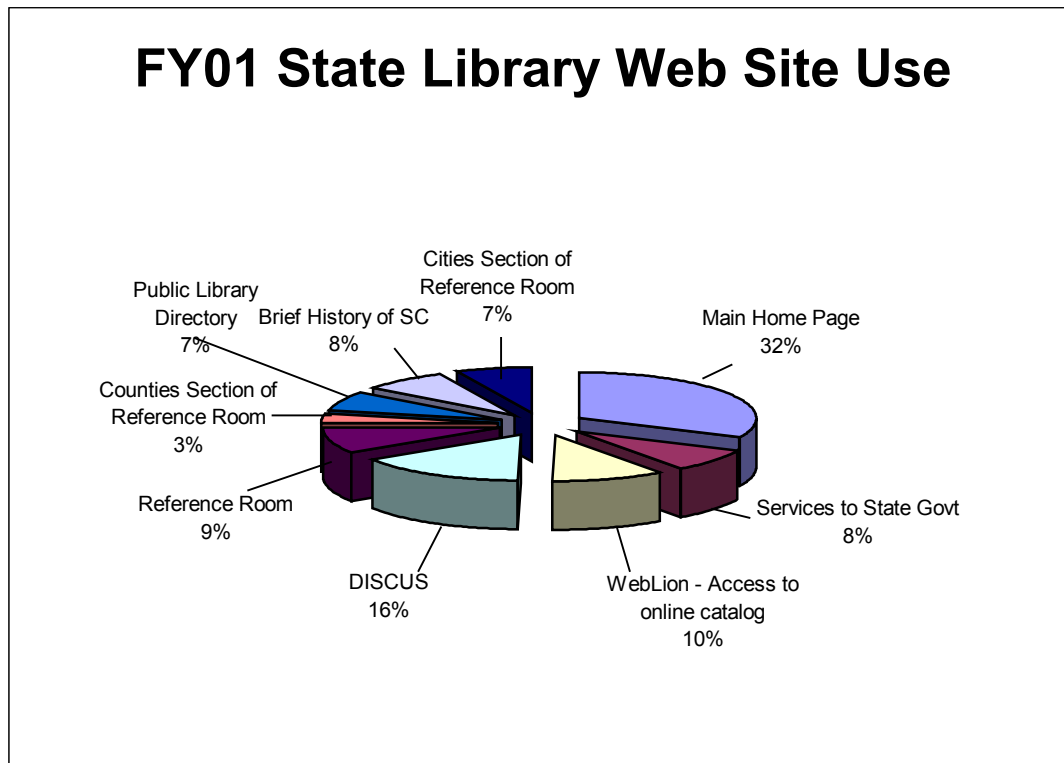
Special Projects:

- *Booklists:* Published three children's booklists as part of the Read for Success campaign; *Born to Read* is for babies and toddlers, *Step Up To Chapter Books*, for children in grades 2-4, and *Get Stuck In A Book* for children grades 4-6. The brochures were distributed to libraries, childcare centers, and bookstores. They were revised and updated in 2001.

- *SConnects@the Library:* Developed in 1998, SConnects@the Library was a three-year marketing campaign to inform South Carolinians of the wealth of resources available in their public libraries and to encourage the use of these resources. SConnects@the Library focused on three areas:

  1. General information for the public
  2. Internet Access
  3. DISCUS – South Carolina's Virtual Library

In addition to promoting library services, SConnects coincided with the Public Library Internet Connectivity Project that provided public access to the Internet in all 184 public library locations in South Carolina. The web site (http://www.state.sc.us/scsl/sconnect.html) is still available for public library systems to use as their primary home page if they so choose. Initiated in August 1997, the home page includes selected links to informational web sites in topical areas. A Kid's Page is also available.

SConnects Web Usage
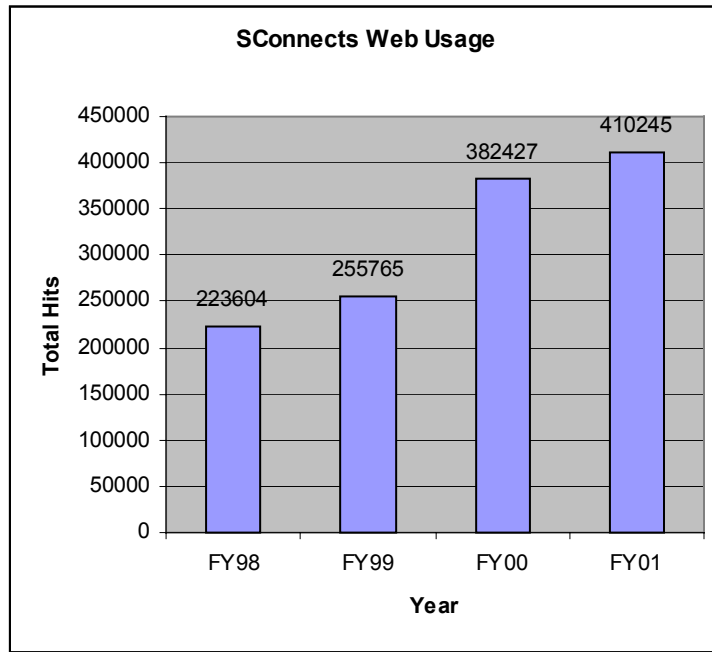
For FY01 (October 1, 2000-September 30, 2001) usage statistics of the South Carolina State Library's Web page show most popular of all pages accessed.

FY01 State Library Web Site Use

- Cities Section of Reference Room 7%
- Public Library Directory 7%
- Brief History of SC 8%
- Counties Section of Reference Room 3%
- Reference Room 9%
- DISCUS 16%
- Main Home Page 32%
- Services to State Govt 8%
- WebLion - Access to online catalog 10%

Palmetto Book Alliance: *(*http://www.palmettobookalliance.org*)* The South Carolina State Library and the College of Library and Information Science at the University of South Carolina are co-sponsors of the Palmetto Book Alliance (PBA). The PBA is the South Carolina affiliate of the Library of Congress Center for the Book. Its mission is to celebrate reading, books, authors and the rich literary heritage of South Carolina. Four priority areas

were identified as PBA projects: 1) serving as a clearinghouse for information on book events; 2) sponsoring the annual Read-In; 3) reactivating the "Let's Talk About It" program; and, 4) developing a literary map of South Carolina.

Ticket to Read: During FY 2000, this statewide cooperative campaign of the State Library, the South Carolina Association of School Librarians and local public libraries encouraged elementary school children to obtain their own public library card. Based on reports from the participating schools, 23% of students had a library card prior to the campaign. During the campaign, the schools reported that the number of students with library cards increased 32%. Publicity for the campaign included colorful brochures and posters distributed to public elementary schools and libraries and production of radio and TV public service announcements in cooperation with South Carolina Educational Television. Partnerships were also formed with the McDonald's Corporation, Step into Reading, South Carolina Department of Education, University of South Carolina and Clemson University.

Goal II. Assist public libraries develop programs and services to meet the needs of their patrons.

Activity 1. Provide grants and other assistance in the area of automation to assist public libraries in meeting the informational needs of their citizens.

The Library Services and Technology Act encourages state libraries to develop programs which utilize telecommunications and other technologies to make information available to library users regardless of the type of library used. The passage of LSTA occurred almost simultaneously with the beginning in 1997 of an initiative called Internet/Telecommunications Project by the State of South Carolina. Using LSTA funds to supplement State appropriations, access was provided to the Internet statewide, thus greatly strengthening the resources of South Carolina's public libraries. LSTA funds were used to assist in the purchase of essential telecommunications hardware, internal wiring, and installation services for libraries through the connectivity project; State funds provided for the installation of circuits; and public libraries were responsible for providing a minimum of two public access personal computers at each of their library outlets. From the outset, the State covered the cost for on-going telephone charges and Internet provider fees for Internet access. When the statewide Internet/Telecommunications Project began in FY97, only 25% of the 40 public library systems had Internet connections. When completed in FY99, 184 public library headquarters and branch outlets had access to the Internet as an enhancement to their basic information services. The use of LSTA funds contributed significantly to the completion of this project that would otherwise have been cost prohibitive for most South Carolina public libraries. The State Library believes that South Carolina was the first state to have all of its public library locations connected to the Internet.

Ninety-eight percent of county libraries qualified for the purchase of additional public access computers through a $4.3 million grant from the Gates Learning Foundation. The State Library wrote the grant application and consulted with the Gates Learning Foundation on this project. Public libraries added 750 personal computers. The Gates computers arrived in South Carolina at just the time the public all across the State was

beginning to demand that libraries provide more and more computers for their use. Gates Foundation staff also helped to provide more much-needed training to supplement what the State Library and others were already providing for libraries.

With Internet connectivity completed throughout the state in FY99, providing online automation systems in those libraries without automated systems and enabling them to support remote access to electronic information became priorities. The Internet circuits provided the ability to run automation systems through the Internet lines. The installation of library automation systems in all South Carolina public libraries, which began in the 1980's, was completed in FY01. For several libraries, only the use of LSTA funding made that automation possible.

The South Carolina State Library's LSTA Five Year Plan for FY1997-FY2002 established a funding priority for the five public library systems serving seven counties which were not automated. Chesterfield County Library, which had begun preparation of its collection for automation with local funds, became a sixth library on the original list of counties to be provided a major LSTA grant to cover the cost of a fully-integrated library automation system. To meet Goal II, Activity 1 of the State's Five-Year LSTA plan, funding for the automation systems for these five county libraries and one tri-county regional library was provided under Project Title IIA: Public Library Automation. The purpose of Project IIA is to provide online access to library collections and services throughout the state. To achieve this purpose, LSTA sub-grants were made to Allendale-Hampton-Jasper Regional Library, Calhoun County Library, Chesterfield County Library, Lee County Library, McCormick County Library, and Williamsburg County Library during the period FY99 – FY01. All these library systems were and still are among the poorest in the state; all are located in rural areas; all have limited or no staff who are skilled in the use of technology; and three of the six systems have small branches. By the end of 2001, automation systems were fully installed and operational in the headquarters libraries, branches, and bookmobiles in all six of these county and regional library systems; and now all South Carolina's public libraries have automated cataloging, circulation, and OPAC's.

One major challenge facing libraries in impoverished rural areas is the lack of access to technical expertise. Libraries receiving LSTA grants to install library automation systems were able to contract for consulting assistance; however, they continue to be plagued with the lack of local expertise to address technical problems with the operating and maintenance of systems.

With the 370 public-use computers added to public libraries as a result of the state's Internet Connectivity Project, the 750 PCs provided by the Gates project, and the public-use PCs purchased by libraries with local funds, the total number of computers for public use increased from 589 in FY98 (first year in which statistics were reported), to 747 in FY99, to 1,353 in FY00, and finally to 1,928 at the end of FY01. This represents an increase of 227% in the total number of public-use computers in South Carolina public libraries from FY98 through FY01. These computers provide access to the Internet and databases provided through DISCUS (See Goal I, Activity 1), as well as other databases.

Activity 2. Meet the informational needs of all South Carolinians, especially those with special needs.

Activity 2's report consists of three sections: A) individuals with disabilities, B) children's services, and C) public library extension programs.

A.   Improve library services to individuals with disabilities:

The Department for the Blind and Physically Handicapped (now Talking Book Services) of the South Carolina State Library moved to new quarters in June 2000. The move placed the Talking Book Library in the same building as the State Library's Administrative and Library Development departments and directly across the street from the State Library's other building, which houses its Information Resources Center, Network Services, Interlibrary Loan, and Technical Services departments. Now patrons visiting the Talking Book Library also have the opportunity to use the State Library's reference resources. The move also provided expanded stack space for the library's collection, installment of accessible computer workstations and a spacious reading room for use by library visitors. The move allowed the Department for the Blind and Physically Handicapped to become fully integrated with other functions of the State Library, which led to expanded and improved library services for South Carolinians with disabilities. The name of the service was changed February 1, 2002 to Talking Book Service.

The South Carolina State Library meets the library and informational needs of South Carolinians with disabilities through a variety of mechanisms. An average of 7,973 South Carolinians per year received services from the Talking Book Service (TBS).   Services included:

- Home delivery through free-matter mailings of:
    - Talking Books
    - Recorded and Braille Magazines
    - Braille Books
    - Large Print Books
    - Described Movies for the Blind
- Personalized readers' advisory
- Free loan of specialized playback equipment
- Interlibrary loan access to nationwide and international special format collections such as the nationwide music library
- Summer reading program for pre-school children through age twelve
- Web-Braille Internet access to full-text downloadable Braille Books
- An accessible web site with disability related links
- Newsline®Network for the Blind (NNN)

To ensure that TBS focuses on services that meet the needs of its registered readers, input is obtained through biennial meetings of the department's Consumer Advisory Council. Members provide input and assist with items that include but are not limited to:

- The summer reading program for pre-school children through age twelve
- Development and revision of loan policies

- Web site content development
- Biennial user satisfaction surveys
- Identification of public relations opportunities
- Building accessibility concerns

Public librarians were informed about the department's special services through staff development training opportunities that included presentations on services to special populations, disability etiquette, and the most efficient use of the services and resources of the TBS. Public libraries were provided applications and information brochures on the South Carolina State Library's special services for citizens with disabilities. These were distributed to public libraries across the state and resulted in new registrations of citizens for use of the collections and services of the TBS.

Handicapped citizens were also served through public library contacts. These resulted in referrals and provision of information on:

- Services for individuals with deafness
- ADA requirements for signage
- Targeting children with disabilities for participation in summer reading programs
- Assistive reading devices

The department has an active and productive volunteer program. Volunteers staffed exhibit areas, narrated magazines and books by South Carolina authors, performed clerical support tasks to prepare newsletters and other bulk mailings to registered readers, and maintained playback equipment. Without their assistance, registered readers could not have received timely replacement of playback equipment, and the South Carolina recorded collection would not exist. Volunteers donated an average of 2,374 hours of service per fiscal year, representing a dollar value of $33,240 per fiscal year.

To educate South Carolinians about information services for citizens with disabilities, TBS staff and the agency's public information director engaged in a variety of public relations efforts that included:

- Contacts with volunteer promoters that resulted in public service announcements, placement of articles in South Carolina newspapers and newsletters of professional organizations such as the S.C. Nurses Association
- Presentations to local AARP groups in Hilton Head Island communities, to blinded veterans at Charleston's Veterans Administration Medical Center, etc.
- Exhibits at conferences and fairs that targeted the African-American community such as the highly publicized annual Black Expo event
- Tours of the library for various groups such as the Greenville County Public Library Friends group
- Exhibits at events that targeted citizens with disabilities or professionals working for and with them such as the S.C. Gerontological Society, the S.C. Autism Society, the S.C. Optometric Association, the S.C. Council on Exceptional Children, etc.
- Contact with legislators at events such as Seniors' Legislative Day

- Presentations on library services to new counselors at the SC Commission for the Blind

As a result of public relations efforts, including referrals from public libraries, an average of 1,070 new readers per fiscal year were registered.

Testimonials (in the form of letters and donations) received from patrons, their families, and friends provide evidence of the need and appreciation for the services provided by the TBS. Letters have included statements such as:

"I want to thank you and your staff for returning to my father the joy of reading. He was very despondent after his vision deteriorated…and totally devastated by not being able to read…he now eagerly looks forward to going to the post office in the hopes of having a new book…to provide a spark for his intellect…"

The library has been remembered in the wills of former patrons and has been designated a recipient of memorials. Donations have also been received in honor of family members. Unsolicited donations, ranging in amounts from $5.00 to $5,000.00, totaled $31,790.00 in FY99, $7,750.00 in FY00, and $6,590.00 in FY01. The will of one former patron stated:

"It is my desire to show my appreciation to The South Carolina State Library for the Blind and Physically Handicapped for the attention and pleasure I have received from this organization over a period of several years; therefore, I give and bequeath the amount of …to be used primarily for the sight impaired and blind."

Citizens from across the state were able to take advantage of toll-free access to the library. The department received an average of 15,083 incoming calls per fiscal year. An average of 1,014 citizens visit the library each year.

B. Improve library services to children in South Carolina.

The South Carolina State Library awarded twenty-five grants directed at helping public libraries better serve a wider base of children and families from FY98-FY02. Two of these were cancelled at the request of the library due to unforeseen circumstances. Two additional grants focused on statewide initiatives to meet the needs for improved library services to children.

The emphasis on services to children and teens in the South Carolina State Library's competitive grant program was very much needed but it has also proved fortuitous. In 1999, the General Assembly established a First Steps to School Readiness initiative (commonly called First Steps), which brings many agencies who work with children as well as parents in each county of the state together to address children's needs. Children's advocates awareness of the public library's role in early childhood development was mainly due to library outreach programs, many of which were initially funded with LSCA or LSTA funds. This awareness helped position public libraries to be actively involved in this initiative. At the suggestion of the State Library Director, public libraries were included by law on all county First Steps boards. This provided public libraries the opportunity to inform other agencies about their outreach programs and other services and to form partnerships to provide new services. The State Library Director is a member of the Statewide First Steps Board.

Library programs funded by LSTA such as the Born to Read project and outreach to childcare centers helped put public libraries in a strong position on boards of the First Steps initiative. Libraries that already had built relationships with other agencies and organizations involved with early childhood development and family literacy through these projects found that the library's important role in school readiness was recognized. At least six public libraries have received significant funding from First Steps to broaden and expand programs originally started with LSCA/LSTA funding.

The Early Childhood Teacher Resource Project was developed in FY98 and provided a basic collection of resource books for childcare teachers in every public library in South Carolina. The collection continues to be used heavily. Many public libraries are continuing to add titles to the collection to maintain currency of the materials. The Early Childhood Teacher Resource Video Collection plays an important role in helping childcare staff improve knowledge and skills and meeting annual training requirements. These videotapes in the State Library collection are loaned to childcare staff throughout the state through the public library interlibrary loan system. In 2001, the catalog became available online at the State Library's website (http://www.state.sc.us/scsl/lib/ecvideocat.pdf), providing wider access to both libraries and childcare staff.

The largest number of LSTA funded projects targeted reaching children through childcare centers. Recognizing that the majority of preschool children are spending most of their waking hours in childcare, South Carolina public libraries have responded by developing projects that allow them to acquire the basic resources needed to establish or expand these services. Three grants focused on providing training for childcare staff on how to use

library materials and resources to enhance children's experiences and learning. The training included how to read to children, how to use music along with books to enhance learning, and on computer and Internet skills to allow early childhood educators to access the many excellent web resources relating to early childhood development and education. Eight grants assisted libraries develop improved outreach services to childcare centers. Many public libraries have found it increasingly difficult to get childcare centers to come to the library for regular visits since a state law has outlawed use of 15-passenger vans to transport children. Therefore, childcare centers are less able to bring children to libraries for programs, especially in the rural areas. These projects have helped libraries reach children, many of whom come from low-income homes. Library staff or volunteers read to children in some cases. In others, the libraries have provided resources, including books and thematic story time kits, to give teachers the materials and resources to make reading to children fun and more meaningful. The books and kits are generally rotated among the centers. In one county, the success of the program prompted other childcare centers to support a grant from the First Steps county board to continue and extend this program to more locations.

Four libraries started Born to Read type programs with LSTA grant funds. These programs generally provide a book and information about the library and the importance of beginning to read to children at birth to new mothers and their babies in the hospital. The State Library, using LSTA funds, continues to provide a Grow with Books growth chart to go in these baby packets. One library targeted Hispanic parents with this program, which has led to the library being very involved in other county Hispanic initiatives. These projects show an excellent record of continuing past the grant cycle and have provided opportunities for interagency cooperative efforts. Several of them feed into Reach Out and Read projects and other similar programs.

More and more, public libraries are making partnership and cooperative efforts a part of LSTA projects. Libraries have worked with literacy associations, Reach Out and Read, Success by Six, First Steps, county departments of health and social services, school districts, and other organizations and governmental agencies. These connections give the project greater visibility and community awareness and increase community commitment to the project, increasing the chance that it will receive the local support needed for continuation of project activities. The State Library has tried to build these cooperative relationships through exhibits at appropriate conferences, and by projects such as The Early Childhood Teacher Resource books and video collections.

One library received a grant to do long-range planning for expanding services to children throughout the county. While the consultant made good recommendations, implementation has been slow. Another library was able to use grant funds to promote library awareness and use following building expansions in its two facilities.

The State Library has taken a strong leadership role in promotion of public library services statewide with activities such as the Ticket to Read Library Card Campaign. It has also particularly focused on numerous activities involving the promotion of children's reading. The highest profile program is the statewide summer reading program which the State Library has sponsored since 1981. Every public library in the state participates. This

program touches many thousands of children and parents each year. The age range participating begins at a few months and goes up through the teen years with summer reading activities targeted at teens offered in some libraries. Since April 1991, an annual Read-In has brought up to 2,000 children to a celebration of libraries, books, and reading on the State House steps. A series of recommended booklists for children of different ages published by the State Library is used in libraries across the state and distributed at public relations events. The FY2002 spring workshop for children's services staff will focus on early literacy and school readiness skills for public librarians with the goal that libraries will expand services and promote the libraries role in early childhood development and education.

Two additional projects may prove to be models for other libraries in the state. Kershaw County Library received a grant to establish a middle school homework center, which has proved to be very popular. Richland County Public Library was awarded a grant to develop a video for training children in Internet safety in the library. Copies will be provided to other public libraries in South Carolina.

In addition to these grants, two statewide projects undertaken by the State Library impacted children's library service in all public libraries. An Early Childhood Teacher Resource Collection project placed books on child development, curriculum, and other aspects of childcare in every public library and bookmobile in South Carolina. This collection complements an already existing early childhood education videotape training collection owned by the State Library and loaned to childcare centers through local libraries across the state. Most of the state's childcare facilities lack such resources and do not have funds to purchase them. The project was an effort to meet their need for practical information based on sound early childhood educational theory and principles.

A second project was completed in cooperation with the South Carolina Association of School Librarians and public librarians. This was a statewide library card campaign, using the theme, "Ticket to Read," directed at children in elementary school. The campaign was piloted in six counties in spring of 2000 and implemented statewide in the spring of 2001. 16.3% of schools reported their statistics with a total of 3602 new library cards being issued. How many other students received new cards is not known. However, the campaign forged alliances between public libraries and schools and created greater awareness of the public library's programs for students.

Since 1981, the State Library has funded a statewide summer reading program using LSCA and LSTA funds. This has been a very successful program. From 1998 to 2001, participation by children increased 19.3 percent. Approximately 16 percent of children between the ages of three and eleven in the state participate. A conscious effort to tie summer reading into retaining and developing reading skills has been made. Most libraries include preschoolers in their program, making it also a reading readiness program. Bookmobiles make the program available to children in rural and other isolated areas. Many libraries encourage childcare programs to participate in summer reading. A number of libraries also are offering summer reading programs for teens. 135,000 children attended library programs during the 2001 summer reading period.

Grants to promote and expand library services to children are making a positive difference for children, teachers, and families as well as for the libraries involved.

C. Improve library services to underserved urban and rural communities.

Many citizens are unable to visit the library, because of limited public transportation, geographical isolation, cultural, and/or socioeconomic backgrounds. A pilot LSTA project encouraged libraries in the Olde English District (Chester, Chesterfield, Fairfield, Kershaw, Lancaster, Union, and York Counties) to use the strategic alignment process to identify library service needs and develop long range plans to meet the needs. Upon completion of the pilot project, seven additional libraries (Abbeville-Greenwood Regional Library, Aiken-Bamberg-Barnwell-Edgefield Regional Library, Beaufort County Library, Clarendon County Library, Darlington County Library, Marion County Library, and Saluda County Library) received LSTA grants to develop long-range plans to extend and improve access to library services.

 Seven libraries received LSTA grants to improve bookmobile services and reach out to people in isolated rural communities, senior citizens in retirement centers and nursing homes, children and adults in day care centers, and the home bound to introduce people to library services often for the first time.

A pilot project to create a 21st Century bookmobile was developed by the Charleston County Library. This project provides access to a full range of library services through traditional print materials as well as electronic resources through the Internet. This has been a real technological challenge and has required a lot of expertise on the part of the staff. The satellite technology is working well and bookmobile users now have access to print and electronic databases.

One rural library, with limited resources, serving three counties initiated courier service between its five locations. This has made library resources available more quickly throughout the three counties. The library now delivers new and requested materials to branch libraries several times each week.

Goal III. Improve library services to all South Carolinians through training of library personnel, trustees, and supporters.

Activity 1. Provide continuing educational opportunities in the area of automation and networking. All types of libraries were eligible for services under this activity during the five-year period of this plan. An analysis of the value of this activity shows:

Continuing education offerings include:

System Managers Exchange - This exchange is a one-day program devised to assist public library system managers with topics of common concern. This program is offered once a year.

Total attendees System Managers Exchange

FY97 - 14 Public Library Staff
FY98 - 25 Public Library Staff
FY99 - 23 Public Library Staff
FY00 - 45 Public Library Staff
FY01 - 35 Public Library Staff

TCT Training - TCT Technical Training, Inc. has been in the information technology training industry for over 19 years. The company offers advanced training on topics like Cisco®, Windows™ NT, Sniffer™, Solaris™, Bay Networks®, NetWare®. TCT's courses are interactive and support full multimedia. The course is offered to South Carolina public library staff members and through Web delivery. The contract for this training package was not renewed in February 2002 due to budgetary cuts and low usage.

Total attendees TCT Training: 33 Public Library staff

According to written responses to the evaluations of the programs and program content, the majority of attendees have been pleased and rated the System Managers Exchange program excellent to very good. A small minority of respondents to evaluation information rated the programs as good. No respondents rated the programs as poor.

Some of the comments in the past have been as follows:

"Great exchange of ideas. Great way to meet others in the same field & share problems & solutions, helpful advice & info from the State Library."

"As a new attendee who's not a techie, I was surprised at how useful and interesting the day has been. The time for interaction and the new bulletin style agenda were both very helpful."

"Very informative & comforting to know that others are in the same boat & the State Library is there to throw a life saver!"

Every year, evaluation results indicated suggestions for future programs. These items are taken into consideration for the next meeting and suggestions are solicited once again when registration information for attendees is mailed. Each Exchange is created to specifically meet the needs of the attendees.

Activity 2. Provide continuing education opportunities in library applications and management. All types of libraries are eligible for this activity during the five-year period of this plan.

An analysis of the value of this activity shows:

Number of continuing education offerings: 251
Number of attendees total: 4,500

According to written responses to the evaluations of the wide variety of programs and program content, the majority of attendees have been pleased and rated the various programs excellent to very good. A small minority of respondents to evaluation information rated the programs as good. No respondents rated the programs as poor.

Some of the comments in the past have been as follows:

"I was very pleased with everything. I have also learned a lot and have gained a lot of different information. I can assure you that it will help in the near future. This whole workshop was very interesting, and I hope I can attend another next year." April 1997 Bookmobile Librarians Interest Group Meeting

"This was the first ILL Managers Exchange I've attended and it was wonderful the way everyone participated. The discussion leaders did just that - lead, not take over. Good Job!" December 2000 ILL Managers Exchange

"I learned a whole lot about how to use the Internet today. I will keep at it until I get much better." October 1998 Basic Internet Navigation Skills

"The speaker's love of her topic translated through her presentation and inspired me to make more of an effort in an area I did not realize was so important." October 2000 Readers' Advisory Workshop

"It's great to hear what others are doing concerning Internet policies, reference strategies, etc. Always do this! Networking is great." August 1999 Reference Managers Exchange

"Very helpful workshop - now feel more comfortable searching because I have more options from which to choose. This is the best workshop I've attended so far. I feel much more confident now." May 1999 Beyond the Basics: Internet Reference Skills

On July 23, 1997, the South Carolina State Library created a coordinator of continuing education position to develop and implement continuing education opportunities for people working in or with libraries throughout South Carolina. "Technology is changing

libraries and information so quickly the State Library felt the time was right for this position," said Jim Johnson, director of the South Carolina State Library. "Keeping all library staff current in areas such as the use of computers, Internet applications and statewide databases is critical to meeting the needs of library users."

Since 1997, the continuing education program has grown to respond to the needs of South Carolina library staff members by creating a "Workshops on Demand" program which outlines the wide variety of workshops and programs available to libraries upon request. Over the past year, libraries have begun requesting workshops to meet their specific needs. Eight site visits to libraries have been made consisting of workshops covering DISCUS database searching, reference basics, customer service, and readers' advisory. As more and more libraries become aware of this service, it is anticipated that more requests for onsite workshops will be made.

Number of participants by type of library:

Academic:	306
K-12:	131
Public:	4,063

The South Carolina State Library has received a $100,290 grant from the Gates Library Foundation to provide extended training for public library staff with public access computers. The implementation phase is from January 2002 through December 2002. Microbyte, Itech Solutions, New Horizons, SOLINET, and members of the South Carolina State Library will teach the classes, with training locations in Columbia, Goose Creek, and Spartanburg. Topics covered include Microsoft Office Products; Internet Topics and Web design; PC File Maintenance and Networking. The SCSL-designed training program will promote long-term sustainability of public access computing in public libraries and assist the State Library in meeting the ongoing needs of public libraries for training in the use of information technology resources. Initial response through registration has been overwhelming to the 70+ sessions offered and approximately 170 Gates PC Grant recipients have been trained January – March of 2002.

Activity 3. Provide continuing education opportunities to meet the needs of public library trustees and friends groups. An analysis of the value of this activity shows:

Number of continuing education offerings

Trustee Institute - annually since 1999.
Friends meeting - annually since 1994.
Additional workshops designed for the specific needs of public library boards and local, state and regional Friends groups - as requested.

Number of attendees total: 795

Trustee Institute – Since January 1999, the State Library has sponsored an annual Public Library Trustee Institute. The fourth annual Trustee Institute was held January 25-26, 2002.

Participation at this two-day event has averaged 126 attendees. For the first annual institute, a new version of the South Carolina trustee manual, "A Pocket Reference Manual for Public Library Trustees" was published by the South Carolina State Library and presented to all attendees. It has received high praise for its content and organization. Featured past topics and speakers have included: Ann White - Twelve Commandments for People Who Work with People; Sandra Nelson - Planning for Results; Trustee Leadership - Skills, Techniques, and Tactics; Pat Scales - Intellectual Freedom: Whose Responsibility is it?; Jim Fleck - Leading the Digital Age Library: Roles and Responsibilities of the 21st Century Trustee; Creating a Library Advocacy Plan that Works; and many other featured speakers on a variety of trustee-related topics.

Friends Meetings - Under the leadership of John Landrum, State Library Deputy Director, an annual Friends of South Carolina Libraries (FOSCL) meeting has taken place with an average attendance of 75. A number of awards are presented at these meetings. During year three, a regional meeting in the Pee Dee area attracted thirty-five attendees. Year four of the regional meeting again attracted thirty-five attendees. The majority of the attendees are officers and other interested members of local friends groups. The meetings are aimed at how to strengthen local friends groups and attract new members through library advocacy and effective marketing strategies. In 2000 FOSCL received the Outstanding Statewide Friends award from FOLUSA at the ALA Annual Conference.

According to written responses to the evaluations of the trustee programs and their content, the majority of attendees have been pleased and rated the various programs excellent to very good. A small minority of respondents to evaluation information rated the programs as good. No respondents rated the programs as poor.

Some of the comments in the past have been as follows:

> *"Not only informative to trustees, but it reinforces the fact that their decisions in this regard may be controversial. They had better make decisions seriously." In response to Intellectual Freedom panel discussion.*

> *"Thanks for doing this. It has helped me to know better what is expected of me and my fellow trustees in order to be more effective in making a better library." General comment.*

III. Results of In-Depth Evaluations

Theme 1: Technology-Based Services

When Congress replaced the Library Services and Construction Act with the Library Services and Technology Act (LSTA) in 1996, State Library agencies were encouraged to develop programs which would utilize telecommunications and other technologies to make information readily available to all library users. Over the last five years, the South Carolina State Library used LSTA funds in a number of ways to address these Congressional concerns. These funds have been used to provide Internet access, assist public libraries acquire local automation systems, provide access to online databases, and provide a wide array of training opportunities in the area of technology.

Public libraries needed access to the Internet in order to become full participants in South Carolina State Library planned programs. When the LSTA program went into effect in FY97 only 25% of public libraries had access to the Internet. The State Library and the State Office of Information Resources (OIR) developed a plan that would provide Internet access to all public libraries. OIR would provide the connectivity and pay for on-going Internet access. Public libraries had to provide at least two public access computers in each location. The South Carolina State Library provided LSTA grants to supplement state and local funding to assist public libraries with the cost of telecommunication hardware and software, wiring, and installation services. South Carolina State Library and OIR staff provided consultant services to libraries, who also could apply for LSTA assistance to hire outside consultants. In two years, all public libraries were connected to the Internet as a result of the Internet Connectivity Project.

During the LSTA Five Year Plan for FY 97-02, the State Library established funding priority for the five public library systems serving seven counties which were not automated. LSTA sub-grants were made to Williamsburg County Library, Calhoun County Library, Lee County Library, McCormick County Library, and Allendale-Hampton-Jasper Regional Library during FY99-FY01. Chesterfield County Library was later added to the original list. These rural library systems are among the poorest, least economically developed in South Carolina. These systems tend to have staff who do not have the technical skills in the use of technology and three of the six have small branches. By the end of 2001, automation systems were fully in place and operational in all library locations and in many bookmobiles.

LSTA grants made it possible for library systems to extend automation to their branches, catalog their materials, and provide statistical information on circulation and patron transactions. According to the Calhoun Library:

> "This project has facilitated the provision of materials and information to patrons by streamlining and automating many formerly time-consuming tasks such as the processing of materials for circulation, the immediate notification for patrons of fines and fees due, and the current reports for material locations. Patrons are able to search for materials from home and even place them on hold as soon as they find them. This is a wonderful service which was never available here before."

Ninety-eight percent of county libraries qualified for the purchase of 750 additional public access terminals. The South Carolina State Library was approached by the Gates Learning Foundation (GLF) with a proposal to provide computers to South Carolina's public libraries. The South Carolina State Library developed a plan and worked with the GLF on its implementation. South Carolina's public libraries received $4.3 million for this project. The Gates computers were supplemented by the 370 added to the public libraries as a result of the Internet Connectivity Project and the ones purchased through local funding. The total result was an increase of 227% in the number of public access computers, going from 747 in FY99 to 1,928 by the end of FY01.

Internet connectivity was a prerequisite for participation in DISCUS-South Carolina's Virtual Library. DISCUS purchases subscription databases that are accessible from the Internet in all of the state's public libraries, public and selected private school libraries and classrooms, and institutions of higher education. DISCUS currently provides access to seventeen core electronic information and learning resources from Internet computers at over 1,375 institutions. All resources are also accessible from South Carolinians' homes or office Internet accounts with a password, twenty-four hours a day, seven days a week. The current resources cover a wide variety of subjects, with an emphasis on academic, health, business, and general topics. They include resources that are appropriate for all age and educational levels.

Advisory committee representatives from public, school and college libraries assist the State Library on the selection of appropriate resources, implementation and the future direction of DISCUS. Partnering with other state agencies has been an important component in supporting and promoting DISCUS. These agencies include the state's Office of Information Resources, Department of Education, Commission on Higher Education, Educational Television, and over 1,375 public, school, and college libraries. The State Library is also an active partner with the state's public and private institutions of higher learning in a project called PASCAL (Partnership Among South Carolina Academic Libraries). The library has committed LSTA funds for start-up costs and other support services.

From the start, the State Library realized that the long-term success of DISCUS depended upon the assurance of adequate state-level funding. The State Library took the lead in securing $1.5 million for DISCUS from the South Carolina General Assembly. This support was crucial for DISCUS to reach into all South Carolina public and private K-12 schools. This funding, which is through the K-12 Technology Committee, has currently reached $1.6 million, with supplemental LSTA support.

The State Library has committed time, funds, and staff resources to provide training to selected staff at school media centers, public libraries, and to state agency employees. Attendance in these hands-on training sessions totaled over 5,300 through 2001. Additional training has been provided by teleconference, videotape, and by collaborative arrangements among the vendors, partners, and other institutions.

The value of DISCUS, from its inception through June 2001, can best be viewed in the numbers. Over 10.7 million articles and other documents have been retrieved; usage has grown from nearly 681,000 retrievals during FY98 to 3.8 million in FY01. Home/office usage accounts for over 10% of these totals emphasizing the need for such a resource beyond traditional library hours. Public libraries in South Carolina consistently rate DISCUS as one of the most important services provided by the State Library. Feedback from surveys assisted in guiding the assessment and selection of future databases. One conclusion was the decision to use additional LSTA funds to add biographical and newspaper resources during FY01 as a way to seed additional state funding.

Other evaluation activities included a DISCUS Database Assessment in 2000, an interlibrary loan survey and a State Library Services survey in 2001. All reported the need for additional staff training and increased efforts in promoting DISCUS to library patrons and the general community.

The greatest benefit of DISCUS is the ability to provide resources for citizens served by even the smallest, the most economically deprived schools and libraries. A majority of the state's libraries, public, academic and school could simply not afford to purchase all of the databases separately. By licensing statewide access to these resources, DISCUS provides significant economy in purchasing resources for all institutions at tremendous savings. This common core of resources has allowed libraries to reallocate their limited budgets to expand and update their collections, thereby providing better service to their patrons. The implementation of DISCUS has also seen a decrease in the items requested by libraries through interlibrary loan.
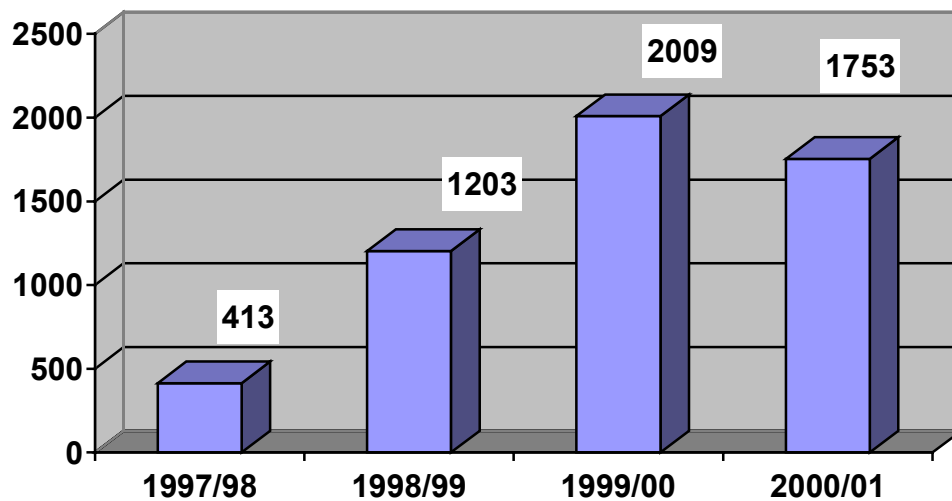
DISCUS Usage and Training
Four Year Summary

USAGE
Number of full-text items retrieved from DISCUS resources

1997/98	1998/99	1999/00	2000/01
680,965	2,864,466	3,440,144	3,803,932

Y-axis: 0, 500,000, 1,000,000, 1,500,000, 2,000,000, 2,500,000, 3,000,000, 3,500,000, 4,000,000

TRAINING
Attendance at DISCUS database training sessions

1997/98	1998/99	1999/00	2000/01
413	1203	2009	1753

Y-axis: 0, 500, 1000, 1500, 2000, 2500

NOTE: Includes attendance at training sessions conducted by database vendor trainers and South Carolina State Library staff for library staff, media specialists, and school technology & curriculum resource personnel. Does not include database training and instruction conducted by librarians, media specialists or others for teachers, students, and other users.

Theme 2: Services to Special Populations

Library Services and Technology Act---Part II (Talking Book Services)

The Library Services and Technology Act targets library and information services to persons who have difficulty using a library. The South Carolina State Library addresses a segment of the population with such difficulties by operating a library for the blind and physically handicapped. This library is a member of the Library of Congress, National Library Service for the Blind and Physically Handicapped national network of libraries serving the blind and physically handicapped. The South Carolina State Library also works with other state agencies to ensure that state government agencies meet the requirements of Section 508 of the Rehabilitation Act of 1973, as amended.

The South Carolina State Library has operated a library for the blind and physically handicapped since 1973. This library provided service during the time of this report to an average of 7,549 patrons per fiscal year; an increase of approximately 2.3% per year. Any legal resident of the state who is unable to read or use conventional print materials due to a visual or physical limitation is eligible for the free talking book, large print, and Braille service provided by the South Carolina State Library.

At the end of FY02, the library's holdings consisted of:

- talking books
- described movies for the blind
- large print books

Circulation for the five-year period averaged 259,238 per year.

A major method of maintaining contact with readers is a toll free telephone service. It averaged 14,979 calls per year. The library also produces a quarterly large print newsletter, which 70% of survey respondents indicated read it on a regular basis and used it to keep abreast of new titles, to learn of changes in library procedures, and for information on other disability related services.

Talking Book Services (TBS) moved into new quarters in June 2000. This move places this service in the same building as the State Library's Administrative and Library Development units and directly across the street from the State Library's other location, housing Information Services, Network Services, and Technical Services. The move allowed this department to become fully integrated with other functions of the State Library, which led to expanded and improved library services for South Carolinians with disabilities. On February 1, 2002 the name of the service was changed to Talking Book Service from the former, Department for the Blind and Physically Handicapped.

 Since this service is primarily provided by mail, it is important that the library periodically survey its users to determine their level of satisfaction with the services provided. Such a survey was developed with the assistance of the TBS Advisory Council in FY99. A 20% response rate was achieved. All age groups and disability categories were represented.

Survey results revealed that patrons were very satisfied with the manner in which they were greeted and the assistance received when contacting the library. Typical of comments received was one that stated: "One of the things our government does a fine job with. A real service to real people." Another respondent wrote: "We are very pleased with this program. It is a real blessing for our daughter. We're so glad the books on tape are available for special needs children." As a result of comments on the condition of cassette books when they are received, the library instituted a quality control program that now inspects all cassette books before they are sent to readers to ensure that all tapes are included and that they are rewound and in working condition.

The DBPH has a tradition of working with the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS) on issues of national concern. During the period of this report, the Director of TBS:

- Served as Chair of the Southern Conference of Librarians Serving the Blind and Physically Handicapped and worked with NLS to develop segments of NLS Conference (FY97)
- Appointed as Co-Chair of LBPH Users Group for 1999
- Appointed to Program Committee for Southern Conference's 1999 Regional Conference
- Appointed July 2001 to NLS Digital Long Term Planning Group to oversee development of new digital audio technology for America's talking book program
- Participated on a panel at 2002 NLS National Conference.

The Director of the State Library during this period served as the NLS Liaison from the Chief Officers of State Library Agencies.

The South Carolina General Assembly by a budget proviso in FY01 established a program to study state government's progress in providing access to state government information to those with "functional impairments" using information technology. Functional impairments include vision impairment/blindness, deafness/hearing impairment, deaf/blindness, ergonomic/mobility impairment, and cognitive impairment. The state's interest comes as a result of the requirements for federal government agencies under Section 508 of the Rehabilitation Act of 1973, as amended. The proviso created a partnership of the School for the Deaf and Blind and the Office of Information Resources to coordinate and oversee the efforts of an Assistive Technology Committee to study, coordinate, and build upon the access to state government information technology provided to South Carolinians with functional impairments. Since the State Library operates a library for the blind and physically handicapped, it was named to the Committee, which also included the Department of Vocational Rehabilitation, the Public Service Commission, and the Center for Assistive Technology at the University of South Carolina. The State Library Director served on the board. Two State Library staff members served on subcommittees.

The Committee:

- Identified and worked with entities engaged in providing access to information technology for persons with impairments
- Identified the equipment, programs and training necessary to make publicly available state government personal computers accessible to persons with impairments
- Found suitable locations for locating five or more pilot centers
- Identified Web Page issues and assistance for agencies to make them accessible, and,
- Gathered additional information to help inventory existing state agency assistive technology needs and predict the fiscal impact of statutory compliance.

Sites identified included the School for the Deaf and Blind, the State Library's TBS, the Center for Assistive Technology at the University of South Carolina, the Office of Human Resources, and two rural Employment Security locations.

As a site, the State Library needed to address the physical setup of its two workstations in the Library for the Blind and Physically Handicapped. Necessary computer hardware and furniture were purchased off the "shopping list" developed by a subcommittee charged with identifying appropriate hardware and software. The agency also purchased necessary software to assist functionally impaired users. Funding for these items came from the project budget. Staff were trained in the use of this equipment. The availability of this equipment has been announced in agency newsletters. Additional publicity is needed for the entire project.

The State Library also worked to make its 700+ page web site accessible. By the end of the year, the Library was able to add the "Bobby Approved" logo to our site, indicating that design standards for accessibility to people with disabilities had been met.

The Committee, during its year of funding, also involved other state agencies, notably the state Educational Television Commission. A significant achievement involved state government web pages. A subcommittee was formed that provided valuable assistance to state agency webmasters in making state web pages accessible. Two State Library staff members wrote an article in Computers in Libraries on this project, and one of them was invited to speak at the 2002 Computers in Libraries Conference and the 2002 NLS National Conference.

The Committee recommended that the General Assembly consider adopting the Section 508 requirements for state government.   While the Committee's charge expired June 30, 2001, members still meet to discuss these issues. Ongoing efforts include training of agency webmasters and completing the setup of the rural pilot sites. Discussions are ongoing with the Governor's Office about possibly continuing the work of the Committee under a different structure.

IV.   Lessons Learned

Computerization brings about an essential change in the way the worker can know the world and, with it, a crisis of confidence in the possibility of certain knowledge.

~ Shoshana Zuboff. In: the Age of the Smart Machine, ch. 2 (1988).

Of the many lessons learned, changes in technology and how these changes affect library staffs rose to the top of the list. When dealing with a project the size of DISCUS – South Carolina's Virtual Library, the components of providing more training, more staff, more time to spend searching online, etc., has certainly been a drain on us all. With the advent of Internet access in all South Carolina public libraries, staff time has been consumed with assisting almost an entirely new public library clientele. The positive aspect has been that these new technologies have garnered a whole new type of patron who, in previous years, may not have found a need or use for the local public library. The negative has been that with new technologies arrives a new set of problematic issues not only for staff but also for staff/patron interaction. The library profession must take traditional service values and work with current technologies to make the delivery of services more efficient instead of letting technology drive the services.

New methods to deliver of services does not reduce the amount of training and support needed in traditional areas such as: administration, collection development, outreach and programming, children's services, etc. An endless need to maintain and enhance existing knowledge and skills while developing and implementing new knowledge and skills exists.

When taking on a new project such as DISCUS, it is important to plan strategically and critically address each component of the project. The project staff needs direction and specifically needs to strategically plan to undertake something this major that ultimately assists in preparing the libraries for the project. Since the public, students, and library staff members are the ultimate users of the DISCUS project, initial attention must be paid to informing and training the library staffs. Invariably, you need more support and staff than you think.

For a project so dependent upon technology, it is terribly important to have your own technology in place to support the project. The project administrators should have the best possible access to cutting-edge technology that supports the project use. Not only should the project staff have access to the technology to use the products, but also the technology to support web-based surveys, electronic discussion group software and hardware to run additional support software as needed. Some of these technologies are difficult to plan for but it probably would have helped to plan for a buffer for unforeseen or future technology. These efforts in planning will pay off many-fold. The time spent in preparation will greatly reduce the time spent later if preparation has been minimal.

The three words most commonly used when bringing together a project of this magnitude are: communication, communication, and communication. Communication among committee members, sub-committee members, supervisors, end-users, trainers, vendors, support staff, etc., should be planned for and it should also be made known to all key stakeholders that it will need to be ongoing for continual success. The simplest lesson learned with regard to communication is to simply always do it.

It is important to also address the integration of a new project into current training efforts. Effective needs assessments will assist the program staff of the various levels of training needs. Users must be able to "crawl before walking".

Looking back on the past five years, there is a present wish that more State Library staff could have had the resources to visit more libraries to help them with the various components of new technologies. At the local rural level, few resources for technology support are available and small to medium size libraries tend to look to the State Library staff for support. Part of learning new technologies is also learning how to keep up with these changes and plan for their constant flux.

Another lesson learned is the need for constant training on how to use interlibrary loan services as well as traditional reference service. It is important for library staff members statewide to be reminded of services available from the State Library. The State Library reference staff have been learning just what little some of the reference staff members at small and medium size libraries know because of the type of subject requests submitted. We know that we need to target these libraries for training and are currently addressing their training needs on an individual library system basis through onsite training programs and participation in staff development days.

Recruitment and adequate compensation is a crucial issue facing libraries now and for the next five years. Ten percent of the public libraries in the state are currently seeking a director. An additional 25% of public library directors in the state will likely retire within the next five years. It will be essential for libraries to be able to offer competitive salaries in order to recruit and retain competent staff.

Reflecting on communication, it is also important for more of the State Library's staff to be involved in the actual writing of the LSTA plan and more key staff involved who may be able to provide non-library-specific input. Staff who are closely involved with projects can easily overlook these inputs and sometimes it is helpful to visualize a project from a different perspective to better gain what outcomes are possible.

Lastly, the topic of collection development appears to have been left behind at some point not only by the State Library staff but also by many libraries in the state with dwindling and ineffectual reference and circulating collections. A crucial need for collection development training exists. Even though many libraries in the state still have inadequate funds to purchase resources best suited to their community's needs, the State Library needs to take a more proactive role in educating library staff about weeding procedures, basic collection development procedures, dealing with book sellers, and maintaining a healthy collection. Access to electronic resources has impacted collection development needs only minimally.

Without LSTA funding, people living in rural and low income areas of the state would be less likely to benefit from the resources libraries can provide. Technological expertise and resources are not readily available in these areas. The state will need to provide the necessary leadership and direction for successful delivery of services in these areas.

LSTA has served as a catalyst for improving public, school, and academic library services to the people of South Carolina. Despite increases in state and local funding there will continue to be a need for LSTA to develop new services, expand and improve existing services, and to ensure equal access to quality library services statewide.

V.   Brief review of evaluation process

A. Who was involved?

Many South Carolina State Library staff are involved at some level in evaluating the various programs and processes of successful library programs. Listed below are examples of who was involved in various program evaluations and reports:

Survey/Topic	Participants	State Library Contact/Coordinator
DISCUS Survey	Teachers, Public & Academic librarians, conference attendees.	DISCUS program coordinator and training coordinator
Public Library Service Survey	Public Library Directors	State Library Director and Deputy Director
Children's Services Survey	Public Library Children's and YA coordinators	Youth Services Consultant
Summer Reading Report	Public Library Children's and YA coordinators	Youth Services Consultant
TBS (Talking Book Services) Survey	TBS Users	TBS Director
Marketing Survey	Public library directors and staff (included focus groups)	Director of Public Information
Staff Development & Training Survey	Public library directors and continuing education coordinators	Continuing Education Coordinator
Training Evaluations	Workshop attendees	Continuing Education Coordinator and session trainers
Accountability Report	Selected State Library staff representing most departments	Director of Administrative Services
Interlibrary Loan Survey	Public library directors and ILL managers	Assistant Director of Information Services
Annual Statistical Report	Public and academic libraries	Assistant Director of Library Development
Public Library Strategic and Long Range Plans	Public Library Directors	Director and Assistant Director of Library Development
PASCAL (Partnership Among South Carolina Academic Libraries) Strategic Plan	Academic Library Directors	State Library Director and Deputy Director
Public Library Technology Plans and Surveys	Public library directors and systems managers/directors of network/technology services	Director of Network Services
Public Library Filtering Survey	Public library directors	Continuing Education Coordinator
Web Usage Statistics & User Study	Web site end-users	Web administrator
SOLINET Members Survey	Public & Academic SOLINET members	Director of Network Services
LSTA Grant Evaluations	Grant coordinators and public library directors	Assistant Director of Library Development

SConnects@the Library Survey	Web site end-users	Continuing Education Coordinator
Consultant Reports	Public or academic library staff members	Library staff member who has worked with or had contact with public or academic library staff members on various issues/problems/projects/training.

Agencies and Associations involved in Partnerships, Collaborations, and Special Projects:

B.E.S.T Center (Books, Evaluation, Selection, Training) – University of South Carolina's College of Library and Information Science center housed at the South Carolina State Library
Bill & Melinda Gates Foundation
Child Services Advisory Group
DISCUS Planning Committees
Governor's Information Resources Council
Library of Congress Center for the Book
National Federation of the Blind
National Library Services for the Blind and Physically Handicapped (NLS)
Palmetto Book Alliance (PBA)
Partnership Among South Carolina Academic Libraries (PASCAL)
SOLINET – Southeastern Library Network
South Carolina Access to Technology Executive Committee and Partnership (ATEC)
South Carolina Arts Commission
South Carolina Association of Public Library Administrators (APLA)
South Carolina Association of School Librarians
South Carolina Commission of Higher Education
South Carolina Department of Education
South Carolina Educational Television
South Carolina Humanities Council
South Carolina Library Association
South Carolina Office of Information Resources
South Carolina Partnership for Distance Education
South Carolina School for the Deaf & Blind
Talking Book Services Advisory Council

B. How was the evaluation conducted?

The above evaluations were conducted mostly through written surveys/questionnaires sent to targeted library staff members and in some cases directly to the public. We have begun finding more interesting qualitative responses to open-ended questions such as: "Please describe how Internet Access at your local library has impacted your knowledge, skills, behaviors, attitudes, and condition or life status." With responses such as, "Internet access makes getting certain information possible and faster than it opens a new world to people who have spent a lifetime in one small town. It broadens their mind and gives them options never before available" and, "Sometimes it makes me very tired but oftentimes patrons think I'm a genius when I can find some obscure or convoluted piece of information on the net."

These types of interesting responses to a web-based user survey such as that used on the SConnects @ the Library web site proves that customers are open to participating in surveys and are providing thoughtful responses. It may take some time for them to get used to the survey mentality at their local libraries but we will begin to see more and more useful comments by directly targeting the end-user.